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BOOK REVIEWS

EQUITY, an Analysis of Modern Equity Problems Designed Primarily for Students. George L. Clark, S.J.D., Professor of Law, University of Missouri. E. W. Stephens Publishing Co., Columbia, Mo., 1919. Pp. lii, 639.

This work, though designed for students, has much to commend it to the profession generally, and the reviewer acknowledges his indebtedness to its pages for much help. Merely to say, as one must, that it is a pregnant treatment, though within small compass, of most of the field of Equity, is to stamp it as unique and valuable. Its shortcomings, aside from those typographical, are chiefly such as are inherent in such compression.

It should be said, however, without disparagement of the author, that the value of the work lies largely in the fact that it puts before the profession in brief outline the extremely valuable work of law school teachers (chiefly Harvard Law School teachers) which has accumulated for over a generation. The fruits of that work have hitherto lain buried, to most of the profession, in law review articles and classroom notes. The failure of the bar to avail itself of the law review material is hardly excused by the want of an adequate general index to make it readily accessible, for it is accessible and the effort of reaching it will pay handsome dividends. The keenest lawyers know this and are drawing the dividends, but the bulk of the profession ignore the periodicals with a contempt born of ignorance. The same material placed within buckram covers would command more respect. Mr. Clark's notes make very full reference to the reviews, and herein lies, perhaps, the chief value of the book. In a recent case (*Stark v. Hamilton*, 99 S. E. 861) the Supreme Court of Georgia, taking an advanced position upon a much controverted point, cited this text and an extremely valuable article by Dean Pound. One cannot but suspect that the article would never have been brought to the notice of the court but for its citation by Mr. Clark.

It has been feared in some quarters that this book would constitute a trot nuisance in the law schools. This is a serious indictment, the more so in that the author, as a law teacher, owes an undivided allegiance to legal education. The reviewer feels, however, that a work so brief, and in spots inaccurate, cannot be, and cannot be supposed by students to be, a substitute for individual effort. On the other hand, it may do much good in supplying what many students, even excellent students, may be unable to derive for themselves from the intensive study of cases, distributed among several courses—an outline and broad perspective of the whole field of equity. The danger of harm might have been reduced and the possibilities for good increased if the writer had made less use of the cases in the Ames case books and more use of recent cases,—wherein lies Mr. Clark's most serious fault.

EDGAR N. DUFFEE.